Frances Olive Anderson C of E Primary School

'Being Different, Belonging Together.'

Mathematics Long/Medium Term Planning 2018-2019

Year 2

This long and medium term plan provides an overview of coverage for mathematics across the school year. It will be updated each school year in line with the school calendar. The long and medium term plans are a guide and can be used flexibly providing all programmes of study are taught within the school year inline with the National Curriculum aims. Following discussion with the maths subject leader you can and should adapt your teaching sequence in response to ongoing formative and summative assessment to ensure you meet the needs of particular groups and individual children in your class.

	Year 2 Mathematics Long Term Overview								
Autumn Term	Number and Place Value (2 Weeks)	Number Addition and Subtraction (2 Weeks)	Number Multiplication and Division (2 Weeks)	Measurement Length (1 Week)	Number And Place Value (1 Week)	Number Addition and Subtraction (2 Weeks)	Measurement Money (2Weeks)	Number Fractions (1 Week)	Geometry Shape (1 Weeks)
Spring Term	Number Addition and Subtraction (2 Weeks)		Number Fractions (3 Weeks)		Measurement Time (1 Week)	Number Multiplication and Division (2 Weeks)	Measurement Mass (1 week)	Statistics (1 Week)	Geometry Position and Direction
Summer Term	Revision KS1 SATs								

Mathematics

Y1-Y6 To use squared maths books and pencil throughout.

Date, title (optional) and LO to be written from the left.

Number fluency to be embedded through TT Rock Stars and regular times table practise in KS2.

In KS1 regular counting (at least 2 min daily) to develop number fluency.

Y1-6 to complete arithmetic tests (Rising Stars) at least once a fortnight and used alongside cold maths activities to inform assessment.

Cold Maths Activities 2 weeks after teaching point - X3 each week (Fluency, Reasoning and Problem Solving)

Reasoning and problem solving must also be embedded and developed where possible, in every maths lesson in line with the National Curriculum aims.

Opportunities should also be made to apply mathematics across the curriculum and it is important class teachers find connections with the Cornerstones curriculum and/or science where possible (at least once a term)

Whilst the long term plan indicates the overall domain being covered in that period of time, other domains should easily be linked to ensure mathematical connections are continually made. For example, a unit on measurement could easily allow application of multiplication and division.

Pupils purple polish corrections.

Use stickers to show when concrete resources have been used and scaffolding stickers to show support that has been given.

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\multicolumn{5}{c}{Autumn Term}
Wk	Week Beg	Topic	\multicolumn{2}{c}{Curriculum Objectives (2014 Curriculum)}
1	3.9.18 (4 Days)	Number Place Value	• Identify, represent and estimate numbers with concrete and pictorial representation. • Count in steps of 2 from 0, and in tens from 0, forward and backward. • Recognise the place value of each digit in a two-digit number with concrete and pictorial representation. • Read and write numbers to at least 50 in numerals and words.	
2	10.9.18		• Use place value to compare and order numbers from 0 up to 20. Use and = signs to compare numbers up to 20 with concrete and pictorial representation. • Use place value and number facts to solve problems that involve all of the above.	
3	17.9.18	Number Addition and Subtraction	• Recall and use addition and subtraction facts to 20 fluently. • Add and subtract multiples of 10.	
4	24.9.18		• Add and subtract numbers to 50 using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens. • Begin to recognise that addition of two numbers can be done in any order (commutative). • Recognise the inverse relationship between addition and subtraction. • Solve simple problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers and quantities.	
5	1.10.18	Number Multiplication and Division	• Recall and use multiplication and division facts for the 2 times table, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the 2 times table and begin to write them using the multiplication (×), division (÷) and equals (=) signs. • Begin to recognise that numbers in the 2 times table can be done in any order (e.g. $2 × 6 = 12$ therefore $6 × 2 = 12$).	
6	8.10.18		• Recognise that multiplication and division are linked (working within the 2 times table). • Identify multiples of 2. Recognise that multiples of 2 are always even. • Solve problems in contexts when multiplying by 2, including doubling and halving. • Solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods for all of the above.	
7	15.10.18	Measurement Length and Height	• Choose and use appropriate standard units to estimate and measure length/height in any direction (cm/m) to the nearest appropriate unit using rulers and tape measures. • Compare and order lengths/heights, and record the results using >, < and =.	
\multicolumn{5}{c}{HALF TERM}
\multicolumn{5}{l}{Cross Curricular Links:}

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Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
Autumn Term			

Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
		HALF TERM	
1	29.10.18 (4 Days)	Number Place Value	• Identify, represent and estimate numbers to 100 using different representations, including the number line. • Recognise the place value of each digit in a two-digit number (tens and ones). • Read and write numbers to at least 100 in numerals and words. • Use place value to compare and order numbers from 0 up to 100. Use and = signs to compare numbers up to 100. • Count fluently in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. • Use place value and number facts to solve problems that involve all of the above.
2	5.11.18	Number Addition and Subtraction	• Recall and use addition and subtraction facts to 20 fluently, deriving and using related addition facts up to 100 (e.g. 3 + 7 = 10; 30 + 70 = 100, 10 − 7 = 3; 100 − 70 = 30). • Add and subtract numbers to 100 using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens – adding three one-digit numbers.
3	12.11.18		• Recognise that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Begin to demonstrate the concept of adding and subtracting in columns, using concrete and pictorial representation in place of digits. • Recognise and begin to use the inverse relationship between addition and subtraction. • Solve simple problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
4	19.11.18	Measurement Money	• Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
5	26.11.18		
6	3.12.18	ASSESSMENT WEEK	
7	10.12.18	Number Fractions	• Recognise, find, name and write 1∕2, 1∕3, and 1∕4 of a length, shape or set of objects.
8	17.12.18 (3 Days)	Geometry Shape	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes, (e.g. a circle on a cylinder and a triangle on a pyramid). • Compare and sort common 2-D and 3-D shapes and everyday objects.
Cross Curricular Links:			

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Spring Term				
Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)	
1	7.1.19	Number Addition and Subtraction	•	
2	14.1.19			
3	21.1.19	Number Fractions	•	
4	28.1.19			
5	4.2.19			
6	11.2.19	Measurement Time	•	
HALF TERM				
1	25.2.19	Number Multiplication and Division	•	
2	4.3.19			
3	11.3.19	Measurement Mass	•	
4	18.3.19	ASSESSMENT WEEK		
5	25.3.19	Statistics	•	
6	1.4.19	Position and Direction	•	
Cross Curricular Links:				

Summer Term			
Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
1	22.4.19 (3 Days)	Revision	
2	29.4.19	Revision	
3	6.5.19 (4 Days)	Revision	
4	13.5.19	SATs	
5	20.5.19	SATs	
HALF TERM			
1	3.6.19	Measurement Capacity Temperature	
2	10.6.19		
3	17.6.19		
4	24.6.19	ASSESSMENT WEEK	
5	1.7.19	TRANSITION WEEK	
6	8.7.19		
7	15.7.19		
Cross Curricular Links:			